

All eligible math educators when applying for participation in the NMPDS must complete the following criteria checklist.

- _____ Teacher has a teaching assignment that is outside of his/her endorsed area (according to Rule 10, Appendix D Clearing Endorsements). (Public and nonpublic teachers)
- _____ Teacher has a teaching assignment for which he/she has not been able to become NCLB qualified through the HOUSSE process. (Public teachers only)
- _____ Teacher is a special education teacher who is teaching mathematics content to students with disabilities AND assigning grades for those students. (Public teachers only)
- _____ Teacher is teaching in a SCHOOL BUILDING or DISTRICT (Title I or non-Title I), that had 25% or more of students performing below proficient level in locally reported mathematics assessments. (Public schools only)
- _____ Teacher is teaching in a SCHOOL BUILDING (Title I or non-Title I) which did not meet Annual Yearly Progress (AYP) for Mathematics or School Accountability requirements for Mathematics in the previous or current year and/or is identified as being in need of improvement because of Mathematics performance. (Public schools only)
- _____ Teacher is teaching in a DISTRICT (Title I or non-Title I) which did not meet AYP for Mathematics or School Accountability requirements for Mathematics in the previous or current year and/or is identified as being in need of improvement because of Mathematics performance. (Public districts only)
- _____ Teacher is teaching in a SCHOOL BUILDING identified by NDE as a Persistently Lowest-Achieving School. (Public Schools only)
- _____ Teacher is teaching in a SCHOOL BUILDING, that had 40% or more of the students qualify for free and reduced cost meals per 2008-09 data. (Public and nonpublic schools)
- _____ Teacher is teaching in a DISTRICT, which had 40% or more of the students qualify for free and reduced cost meals per 2008-09 data. (Public districts and nonpublic if within geographic boundaries of a qualifying public district)
- _____ Other information that would support a request for priority consideration for the teacher to be selected. For example: information about performance on local mathematics assessments, implications of multiple teacher preparations, teaching in a rural district, or consequences of frequent staff turnover. (Public and nonpublic districts and/or school)

Institute Benefits for Teachers:

- NSDC Standards for quality Professional Development are met
- Mathematics teaching resources
- Daily participant stipend of \$140 per day before payroll tax deduction (Summer and weekends only)
- MyeLearning account for 1 year (Middle/High School Project only)
- Lodging for those located at least 75 miles from the training site
- Graduate Credit available (3 credit hours for Middle/High School Project only)

Who May Apply?

- K-12th grade Mathematics Teachers
- Special Educational/Title I Teachers
- Priority points will be given to those not endorsed in mathematics and/or whose students are struggling with achieving the mathematics standards



Nebraska Mathematics Professional Development Series

Carol Jessen, NMPDS Project Director
JaLena Slack, NMPDS Project Coordinator

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Nebraska Mathematics Professional Development Series 2010-11



Providing excellent opportunities for Nebraska teachers to bridge the gap in mathematics from elementary to high school since 2006.

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ELEMENTARY MATHEMATICS ACADEMY

What did the participants like best about the program?

- “Materials available on the website. Opportunity to interact with peers about each activity. Instructor model of activity.”
- “How the instructors made math so visible and hands on. You could see the math.”
- “I like how the instructors implemented higher level thinking activities to an elementary classroom. They gave me many ideas to take back and share with others.”

What words would you use to describe the academy?

- “Beneficial. Outstanding materials work well with our curriculum.”
- “Things for all grade levels. Knowledgeable instructors who are very interesting. Fun ideas.”

What impact will your participation have on students?

- “Students should be able to make a connection between science, math and application.”
- “Better understanding of mathematical concepts and more excitement about math.”

MIDDLE/HIGH SCHOOL PROJECT

What did you like best?

- “The professional relationships developed. Being able to share strategies and info with other colleagues across the state.”
- “The fantastic problem solving sets. They are age appropriate and correspond with my curriculum. Having an easy dependable resource helps my teaching tremendously.”

What words would you use to describe this program?

- “Interesting, thought provoking, useful information. Great for any math teacher.”
- “It is always informative to learn new techniques, strategies and teacher help sites. Also, it’s helpful to keep up with state and national standards updates.”
- “A great opportunity to collaborate with other teachers. New ways to think about the same things we do year after year.”

What impact will your participation have on students?

- “More mathematical talk and writing, learning more things on their own, not dumping of info into their heads.”
- “Students will understand math, not just do math.”
- “I learned about new templates that will hopefully help my students with organization and help them explain how they got their answers.”

Since 2006, **The Nebraska Mathematics Professional Development Series (NMPDS)** has impacted over 1100 teachers in 207 public school districts, 329 public school buildings, and 21 private schools. This series includes a Grade K-6 program and a Middle/High School program.

NMPDS is supported by a Nebraska Mathematics & Science Partnership grant, funded by the NCLB Act of 2001. The Middle/High School project is in its fifth year with the Grade K-6 project in its third year.

These offerings are projects of the Nebraska Mathematics Cadre, comprised of representation from each Nebraska ESU and the Nebraska Department of Education. These projects are dedicated to enhancing the statewide need to build the required skills and knowledge teachers need in order to fully teach complex topics in algebra, geometry and data analysis.

Middle/High School Project:

2006-07 Year 1 – The Year of Algebra

2007-08 Year 2 – The Year of Geometry

2008-09 Year 3 – Data Analysis: Collecting, Analyzing, and Representing Data

2009-10 Year 4 – Mathematical Connections: Within, Across and Outside the Curriculum

2010-11 Year 5 – Algebraic Thinking: From Computation to Algebra

Grade K-6 Project:

2008-09 Year 1 – Elementary Mathematics Academy

2009-10 Year 2 – Elementary Mathematics Academy

2010-11 Year 3 – Elementary Mathematics Academy

Using research-based mathematics materials, each series is instructed by highly qualified, seasoned Nebraska-based instructors and other nationally known educational experts.

The series sessions are implemented through direct instruction, exploratory experiences and interaction between the participants. The sessions also utilize Teacher Leaders in Mathematics (TLM) as facilitators for Professional Learning Communities (PLCs) of participants of four to six members.

In addition, all Middle/High School teacher participants use MyeLearning Angel webware to communicate with other participants, allowing all to share their learnings and ideas digitally.

The Nebraska Association of Teachers of Mathematics (NATM), the state-level organization of The National Council of Teachers of Mathematics (NCTM), and higher education institutions are also partners of the series.

2010-11 NMPDS

Teacher Application Form

Please complete both forms (front and back) for EACH teacher nominated to participate in NMPDS projects. The application form must be submitted via mail, email, or fax. Please, also, check the box indicating the project the teacher wishes to attend. **Incomplete applications will not be accepted.**

- ☐ **Middle/High School – Algebraic Thinking: From Computation to Algebra**
- ☐ **Grade K-6 – Elementary Mathematics Academy**

Please print or type information.

Teacher Name _____

District _____ ESU # _____

School Building _____

School Address _____

City _____ ZIP _____

Email _____

School Phone _____

Summer Address _____

City _____ ZIP _____

Summer Phone _____

Subject Area Assignment _____

Grade Level(s) of Instruction – Circle ALL that Apply:

K 1 2 3 4 5 6 7 8 9 10 11 12

Teaching Certificate Endorsement:

Subject Area(s) _____

Level(s) of Instruction for Which You Are Endorsed

(Circle ALL that Apply):

Elementary K-6/8 Middle Grades 4-8 Secondary 7-12

Circle Preferred Site:

Elementary Academy:

Kearney Norfolk Lincoln Sidney

Algebraic Thinking:

North Platte Kearney Norfolk Omaha

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